| Unit Planning Document | | |
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| **Unit Title: Gold Rush** | | **Learning Outcomes:**   1. Understand the importance of “Gold Rush” in Australian History. (VELS, Level 3) 2. Have knowledge about the events that took place during the “Gold Rush”. (VELS, Level 3) 3. Students are able to recognize the link between the events of the goldfield era and current Australian society. (VELS, Level 3) 4. Learning to solve problems within the group. |
| **Curriculum Area: SOSE** | |
| **Duration (Weeks):** 5 | **Context:**  The geographical location of this school is in the south eastern suburbs of Melbourne in a wealthy working class area, which indicates economic stability for most of the students outside of school. This particular group of children are a grade 3 and 4 combined class which is made up of 18 girls and 12 boys who are mostly grade 4 students and one third of students are grade 3. My teaching theory in this class room is based on Vygotsky’s theory which focuses on group tasks which small groups of children work and learn together for a common goal. Within these class groups there are students that can cooperate and work well with others and their learning skills are above average levels, where some other children (Mostly grade 3 students) are finding it a little more difficult in grasping new learning capabilities and need some more assistance and direction from other students and their teachers. This class contains a large number of children, so a teacher’s aid is always present in the class room to help the students who need any extra assistance in learning their tasks at hand. This class has one quarter of the total populace of students coming from different cultural backgrounds and most of this group has been brought up using English as a second language at home. This class room has 10 computers which are always available for students to use under a teacher’s supervision. These classes have a duration time of 90 minutes each lesson and the teacher will have some extra time to research or complete tasks for this unit within the week. The classroom has five groups of tables set up with students sitting around them facing each other. Students will have lessons mainly in the class room and also they will have time to go to the library to get some information in the beginning of each class. |
| **Key Understandings:**  Students develop their interests while learning Australian history with the simple capabilities of recognizing and comparing Australian history with recent current social trends. The gold rush era may be used as an example which is part of Australia’s immigration history. Students who were brought up at home using English as a second language and those who weren’t will recognize how important everybody’s historical family identity is in developing a nation as it is today as a multicultural society of Australia. This study topic will cover a range of areas such as, geography, history, intrapersonal development and identity. During this subject the students will gain knowledge about Australia as an overall country, which will help students develop a positive outlook with respect and understanding about different cultural backgrounds and belief systems which have shaped Australian society as it is today. During this unit of study, there will be numerous group tasks and students will shared their ideas and reflect on their answers and work together to improve on their cognitive understanding in regards to the subject matter. This will ensure an effective class room environment for students to participate in, learn and have fun in for optimal learning and gaining an in depth understanding of Australian history and society. | | |

| Unit Stage | Purpose | Sequence of Activity (LO’s) | Assessment (LO’s) | Resources | Integration |
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| Week 1  (Turning in) | * Develop student’s understanding of topic. * A fun and stimulating learning environment for all students | * Showing a DVD about “Gold Rush”. (2) * In small groups (Groups 4-5), talk about what they saw in the DVD and how they felt.( 1, 2) * Groups compare results. (4) * In whole class, discuss how we could research about Victorian Gold Rush History. (4) * Project groups: Making a poster about “Gold Rush In Victoria – Homework: Research about Gold Rush in Victoria (1,2,4) | * Making a poster about Gold Rush with project group members.   This will include;   * History of the Gold Rush? * Where immigrant workers come from? * What were the negative and positive effects on the immigrants of that time and what links does this have with the Australian society of today?   (Assessment for learning) | Smart board  DVD  Large white poster  Books  Access to Library  Computers  Markers | ICT  Literacy  History  Geography |
| Week 2  (Finding out) | * Develop students ‘knowledge about history of Gold Rush. * Develop cooperative skills for students | * Continue the projects and Complete current tasks.   (1, 2, 4) | * Making a poster about Gold Rush with project group members.   This will include;   * A brief history of the Gold Rush? * Pictures of immigrants and a brief history on where they came from come from? * Positive and negative effects on immigrants of the Gold Rush era and immigrants of today in Australia?(Discussion and artwork).   (Assessment for learning) | Large white poster paper  Books  Access to Library  Computers  Markers | ICT  Literacy  History  Geography |
| Week 3  (Sorting out) | * Students to share their knowledge to other working groups. | * Presentation of Poster. * Plan with Project group about Excursion.   (1,2,4) | * Presentation | Information sheet about Excursion | History |
| Week 4  (Going Further) | * To help students to think about this topic of study more realistically. | * Excursion to Sovereign hill in Ballarat. (1,2,3) |  | Camera  Money  Lunch | History  Geography  Math |
| Week 5  (Making Connections/Conclusions) | * To provide opportunity for students to reflect on their work and test their knowledge of this unit of study | * Reflect about Excursion-what they saw and how they felt. (1) * Comparisons between the past and present immigration in Australian Society. (3) * Individual project – write it down with their art work the differences and similarities about Gold Rush Time and current Australian Society. (1,2,3) * Hand it in to the teacher. (2,3) | * Individual Project   This will includes;   * Notes of differences and similarities about Gold Rush Time and current Australian Society. * Art work. * Photos of excursion.   (Assessment as Learning) | Reflection sheet  Paper  Art materials  Photos | History |
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